

INFORMATION LITERACY POTPOURRI FROM LIBRARY GRADUATE STUDENTS

*by L554 Students, Summer I 2006,
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Readers outside of Indiana or librarians who received their degrees from outside the state may not know that the Indiana University – Bloomington School of Library and Information Science is commonly referred to as “SLIS”. SLIS students at both the Bloomington campus and IUPUI in Indianapolis have an opportunity to take a course entitled, “Education of Information Users.” The Summer I 2006 section of this course was taught by the editor of this special issue. The last project of the course was to develop a portfolio around a library, instructional, educational, or technological issue, or take an issue and approach it from the information literacy/educational standpoint, and provide a combination of tutorial, web site and article links.

In this second year of assigning this project, a number of topics were covered that, at first glance, might not seem to have much to do with information literacy. However, information literacy has to encompass new technologies as well as old, teaching methods, etc. and can be approached in many different directions. This article provides a selection of those links for the general readership. It is hoped that it will provide you with not only new information but new ideas and approaches as well. Acknowledgement of the students responsible for the selected entries is indicated at the end of the article.

TOPICS COVERED

- Adobe Programs: InDesign and Photoshop
- African Studies and Information Literacy
- Creative Writing for Elementary Students and Teachers
- Digital Archives
- Distance Education
- Information Literacy for the Very Young
- Learning Communities
- Library Anxiety
- Marketing the Academic Library and Information Literacy Program
- Media Specialists and Classroom Teacher Collaboration

ADOBE PROGRAMS: INDESIGN AND PHOTOSHOP

InDesign is good for layout of paper-based library tools, whereas Photoshop is used mostly for reworking photographs to put into the library tools. Although you may not be teaching these programs to students, it is almost assured that you will need to teach, help, or provide a handout for other librarians and other staff in the university.

InDesign tutorial. Retrieved August 22, 2006 from <http://www.design.iastate.edu/LABS/tutorials/indesign/ind0001.html>

This short and simple tutorial is from the College of Design at Iowa State University. You learn how to set up a simple layout and master page, two basic and integral skills with this program. The tutorial has a lot of screenshots, which should make it simple to understand; however, they are from an older version of *InDesign*. Luckily, the content is still relevant, so that will not affect your future understanding of the program.

Viewlets created by IT students. Retrieved August 22, 2006 from <http://www.coedu.usf.edu/IT/resources/viewlets.cfm>

This webpage lists tutorials created by IT students from the University of South Florida. They are all set up the same way – flash tutorials using animated full-screen shots. There are a few for *InDesign* and *Photoshop*.

Webmonkey *Photoshop* Crash Course. Retrieved August 22, 2006 from <http://webmonkey.com/webmonkey/design/graphics/tutorials/tutorial1.html>

Webmonkey.com is an enormously useful site for many aspects of web design and computer issues in general. This particular page is a multi-step tutorial of *Photoshop*, created by computer people for others who are comfortable with a computer. It is extremely text-heavy and screenshot-light, so it might be best to print the whole thing out and follow along with pen in hand and program running on desktop.

Photoshop Bibliography. Retrieved August 22, 2006 from <http://www.digitalretouch.org/hotkeys.html>

This is an annotated bibliography of books about *Photoshop* listed under the categories: "Just getting started", "Excellent reference books", "More creative than technical books", "More technical than creative", "Photoshop for photographers", "Photoshop for artists", "Additional Books".

An introduction to '*InDesign*.' Retrieved August 22, 2006 from <http://mercury.tvu.ac.uk/%7Ealan/indesign/>

This resource is basically an online book. I think it is one of the best places to go to for a full lesson on *InDesign*. It is well laid out, simple to understand, and covers many topics. It is also updated frequently.

Photoshop tips and tricks. Retrieved August 22, 2006 from <http://www.graphic-design.com/Photoshop/Tips/index.html>

Huge list of how-to's about *Photoshop*. It is very similar to a "help" page, but is set up like a web forum. Because average users have created the answers, this could be the best place to look for those who have a hard time learning straight from the Adobe Creative Team.

AFRICAN STUDIES & INFORMATION LITERACY

Information competence for the discipline of black studies. Retrieved August 22, 2006 from <http://www.csulb.edu/~ttravis/BlackStudies/>

This tutorial is geared towards the instructor, not the student. It outlines the ACRL standards and why information literacy is important for those teaching research methods. It walks the user through all of the ACRL standards, although not labeling them as such except for a reference in the introduction. Geared towards Black Studies, which includes African Studies as well as other disciplines such as African American Studies, it is useful for pointing out some of the broader philosophical approaches for race/ethnicity based studies.

AfricaBib. Retrieved August 22, 2006 from <http://www.africabib.org>

AfricaBib consists of two bibliographic databases: Africana periodical literature and Africana women's literature. Free to the public, they index over 415 periodical titles. Since not all of these journals are located in other databases, this is an excellent source for information.

Africa Online Digital Library. Retrieved August 22, 2006 from <http://www.africandl.org/>

AODL is an online digital repository of African materials. It is also pioneering new ways to archive

African materials in the same way that many American libraries are digitizing their materials. It includes best practices and research on digital libraries.

Electronic Journal of Africana bibliography. Retrieved August 22, 2006 from <http://sdrc.lib.uiowa.edu/ejab/>

This is a refereed online journal of bibliographies. "Coverage includes any aspect of Africa, its peoples, their homes, cities, towns, districts, states, countries, regions, including social, economic sustainable development, creative literature, the arts, and the Diaspora."

Using Google for African studies research: A guide to effective web searching. Retrieved August 22, 2006 from <http://www.hanszell.co.uk/google/>

This guide discusses the many aspects of Google, how to navigate it, and the implications for Africanists. This web version is free and available to the public, but an updated version is available in the 2006 edition of the African Studies Companion: A guide to information sources, at <http://www.africanstudiescompanion.com/>. The updated version deals with newer features, such as Google Scholar and Google Book Search. However, a subscription is required to access it. [Pilot edition, September 2004]

Schmidt, N. J. Africana resources for undergraduates: A bibliographic essay. In, Phyllis M. Martin and Patrick O'Meara (eds.), *Africa*. 3rd. Bloomington: Indiana University Press, 1995: 413-434.

Written more than ten years ago, some of the entries in this essay are outdated and obviously there are many gaps, either because they were outside of the original scope or because they are more recent. It is still valuable for several reasons. First, it is one of the few comprehensive bibliographies of materials strictly for undergraduates. Many of the sources she cites have had newer editions published, or the authors have released newer works which may be applicable. The overall trends noted in this essay and the audience to which it speaks are still present, and so as a "classic" piece, this article should not be overlooked.

Frank-Wilson, M. (2004). Teaching African studies bibliography-information literacy for 21st century scholars. [Electronic version]. *The Reference Librarian* 42(87/88), 97-107.

Frank-Wilson's article has two major components: the ties between information literacy and African Studies bibliographic instruction, and the specific bibliographic instruction program at her institution (IUB). Due to the proliferation of resources, the focus has changed from merely identifying the

relatively small number of sources to teaching students to be information literate, performing effective searches and evaluating the information found therein. (ACRL Standards 1-5)

Wrighten, M. & Rodgers, Laurie A. Librarian/faculty partnerships and library technology resources integrated into the ethnic studies curriculum. Retrieved August 22, 2006 from http://libres.curtin.edu.au/libres14n1/March%2004_Wrighten_Ess&Op.htm

This article was written jointly by a librarian and a faculty member who had come together to explore possibilities for class-integrated bibliographic instruction in the form of a class web page (CWP). It includes a view of the class web page created for an ethnic studies course. It discusses the roles of the ACRL standards in a curriculum-specific setting.

CREATIVE WRITING

geared for elementary school teachers and librarians

WEB SITES FOR THE CHILDREN

Writingfix. Retrieved August 22, 2006 from <http://writingfix.com/>

This site has story prompts and starters, games, etc. It would be especially helpful for upper elementary kids who are stuck and can't think of a beginning to their story.

Kids' Place. Retrieved August 22, 2006 from <http://www.eduplace.com/kids/>

This site run by Houghton Mifflin has activities on proofreading, a sort of "mad libs" creator, and a spelling game that might be helpful as part of larger lessons on writing. These activities are for a variety of grade levels.

The BookHive. Retrieved August 22, 2006 from <http://www.bookhive.org/>

This site has, among other things, an area titled "Bee an Author" where kids can create and submit their own stories. Any elementary student may publish. It also has a fairly extensive book listing where kids can search for books according to genre or subject matter.

WEB SITES FOR THE TEACHERS

Four Blocks Literacy Model. Retrieved August 22, 2006 from http://www.wfu.edu/academics/fourblocks/about_fourblocks.html

Home of the four blocks language instruction method, this website explains the method and gives some examples teachers can work from. One of the four blocks is writing. The site explains how

the daily writing session goes. I've used four blocks, and I think it's one of the better methodologies for teaching language arts.

6+ 1 Trait Writing. Retrieved August 22, 2006 from <http://www.nwrel.org/assessment/departments.php?d=1>

This is the home of the 6+ 1 Traits of Writing, part of the Northwest Regional Educational Laboratory's Center for Research, Evaluation, and Assessment. The 6+ 1 framework was developed to help students and teachers understand what good writing sounds like. It is a widely used model, and is often used in conjunction with various other teaching methods, including Four Blocks. The site includes information on how to teach the 6+1 Traits, how to assess the results, and instruction in writing prompts that will help kids get started.

K-W-L-H Technique. Retrieved August 22, 2006 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1kwlh.htm>

This site established by the North Central Regional Educational Laboratory details the KWLH Technique, which is often used in the classroom for everything from science to writing. It can be adapted for writing by having students think about what their readers know, want to know, will learn as they read the student's story, and how they will learn it. This is one way a teacher or librarian might help the students clarify their thoughts when editing their writing. This technique is especially good at addressing Standard 9 of the Information Literacy Standards for Student Learning. <http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationliteracy.htm>

WriteNet. Retrieved August 22, 2006 from <http://www.twc.org/forums/>

This site from the Teachers & Writers Collaborative has lesson plans, interviews with writers, and virtual poetry workshops. The virtual poetry workshops could be especially helpful. They are relatively unique, in that the students are given an activity off the computer, often outside the classroom itself, to help them write better.

Graphic Organizers. Retrieved August 22, 2006 from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

This site contains various types of graphic organizers that a teacher can use to help her students organize their thoughts. It includes explanations of each of the organizers, for those of us who have forgotten how a particular type works!

Page By Page: Creating a Children's Book. Retrieved August 22, 2006 from <http://www.collectionscanada.ca/pagebypage/>

This page talks about how the author comes up with ideas, how he goes about writing, publishing, etc. The teacher could adapt it to work with the classroom. It includes lesson plans with worksheets designed for kids. It is not truly a tutorial, but it does have some useful tips that kids can use. The information is presented well, and the worksheets are truly helpful.

Blubaugh, P. (2000, November). *An Author in Residence? Why Bother?*. Milwaukee, WI: National Council of Teachers of English. [Electronic version]. (ERIC Document Reproduction Service No. ED 452 529)

How a visiting author inspired the kids to read and write more. Since the library usually bankrolls visits by authors, through use of a grant or other means, this could be a good way for the librarian to contribute to lessons in creative writing. Kids are probably going to be more inspired by someone who actually writes for a living.

Meagher, S. (2005, May). Teaching with Your Librarian: Reading About Writing. [Electronic version]. *Teaching Pre K-8*, 35(8), 76-77.

This is a very short article with some suggestions for books that would be useful to teachers who were doing lessons on writing.

Vega, E. S. & Schnackenberg, H. L. (2004, October). Integrating Technology, Art, and Writing: Creating Comic Books as an Interdisciplinary Learning Experience. Washington, D. C.: Association for Educational Communications and Technology. [Electronic version]. (ERIC Document Reproduction Service No. ED ED485026)

I've heard that reading comic books can help kids with reading comprehension, but this article talks about how making a comic book can help them learn to write well.

DIGITAL ARCHIVES

There are two types of archives that can be referred to when digital archives are mentioned. One type is the digitizing of archival material, usually paper format, into an electronic form. The other is the archiving of records that were created and used in a digital format. Even though their beginnings as digital material are very different, once in a digital format these records are subject to the same good points and problems.

Kilbride, W. (2004, October). *Copyright and intellectual property rights: a case study from the web face*. London, Kings College: Arts and Humanities Data Service. Retrieved August 22, 2006 from <http://ahds.ac.uk/creating/case-studies/protecting-rights/index.htm>

A case study looking at intellectual property and rights issues associated with an online research archive. It is a good place to find information about what you need to be aware of when creating digital/online archives. It shows aspects of the process that need to be looked at in order for things to be legal and to prevent problems down the road. Does not deal with the back side of digital archives just what needs to be taken into account for users to have access to the material.

Digital preservation management: Implementing short-term strategies for long-term problems. (2003). Cornell University Library. Retrieved August 22, 2006 from http://www.library.cornell.edu/iris/tutorial/dpm/eng_index.html

Cornell University has put out this lovely tutorial on digital preservation management. Is a very thorough website that would be very helpful to someone looking to become what they call a "trusted digital repository". It was very easy to navigate to and around this site. This a great place for an organization that is planning to create a digital archive. It has 7 steps outlined for this process. It also provides recommendations covering many key topics, for example archival system development, metadata and preservation strategies. For those who want they also provide further readings on the topic.

Society of American Archivists. Retrieved August 22, 2006 from <http://www.archivists.org/>

The Society of American Archivists website, it includes many resources for any one in the archive business. A good jumping off point to locate other sites or current debates on the subject of digital archives, or anything else in the archiving world.

U.S. National Archives and Records Administration. Retrieved August 22, 2006 from <http://www.archives.gov/>

This is the U.S. National Archives and Records Administration web page. Very good place to see what is currently being used by the government, and we all know they are usually on the cutting edge in preserving their records. This is a good place to look to find how some of this works in practice, not just theory. And since NARA has many repositories all over the country you can look at web pages for a variety of archive services around the country.

Besek, J. M. (2003, Summer). Copyright Issues Relevant to the Creation of a Digital Archive, *Microform & Imaging Review*, 32(3), 86-97.

Just as its title suggests, this article discusses copyright issues that come up when creating and maintaining archives, and is a very good article to help you understand the intricacies of the topic.

Will be a help to evaluate how your library/archive is dealing with the issue. The article was published by both the Council on Library and Information Resources and the Library of Congress. Comprehensive and well put together it would be a valuable help to any one looking into copyright and digital archives. Not only does it address issues in the United States but how internationally this, copyright and archive materials, could be a problem.

Hunter, I. (2006, Winter). *Digital Archives*. [Electronic version]. PNL Quarterly, 70(2), 7-9.

This article looks at the advantages and disadvantages of digital archives, technical difficulties that arise when dealing with digital archives and legal issues arising from copying and archiving material. It provides a very clear cut look at the issues involved with digital archiving from a librarians perspective. This article also includes a bibliography of places to look at for further information.

Preserving electronic records in an era of rapidly changing technology (1999, July). United States General Accounting Office. Retrieved August 22, 2006 from <http://www.gao.gov/archive/1999/gg99094.pdf>

OCLC Digital Archive Preservation Policy and Supporting Documentation (2006, August 8). Retrieved August 22, 2006 from <http://www.oclc.org/support/documentation/digitalarchive/preservationpolicy.pdf>

DISTANCE EDUCATION

Barsun, R. (2004). The Walden University library: Reaching out and touching students. [Electronic version]. *Internet Reference Services Quarterly*, 9(1), 93-109.

This article was written by then-librarian of Walden University library. Essentially the article functions as a showcase for the library. The library has no physical location; everything is online. This is due to the fact that Walden University is a distance education institution. Describes how the library functions in relation to Indiana University Bloomington, and to its students.

Cooke, N. A. (2004). The role of libraries in web-based distance education: An account and an analysis of the impact of web technology on distance learning - what remains unchanged, what is changing. *Journal of Library & Information Services in Distance Learning*, 1(4), 47-57.

The article gives a brief overview of the history of distance education and makes the case for why libraries are essential to the success of distance education students. The main focus is on how Web

technology has helped bring about the explosion in distance education. Also covered are challenges that libraries face.

Gandhi, S. (2003). Academic librarians and distance education: Challenges and opportunities. (Electronic version). *Reference & User Services Quarterly*, 43(2), 138-154.

A look at distance education from an academic librarian's perspective, this article discusses the challenges, opportunities, and responsibilities that academic librarians face in this new environment. Topics covered include e-reserves and copyright law, access to information resources, bibliographic instruction and information literacy, and more.

Markgraf, J. S. (2005). Librarian participation in the online classroom. [Electronic version]. *Internet Reference Services Quarterly*, 9(1/2), 5-19. The article examines what happens when librarians are directly involved in classroom activities in distance education courses. Detailed analysis of advantages and disadvantages to direct librarian involvement are discussed.

Association of College & Research Libraries. *Guidelines for Distance Learning Library Services*. Retrieved August 22, 2006 from <http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>

The ACRL has a web page dedicated to information literacy and distance education. The ACRL gives guidelines for institutions that offer distance education classes and outlined is their philosophy. Directions on management, personnel, resources, facilities, documentation and services are outlined.

Medical Library Association. (2002, May). *Essential library support for distance education*. Retrieved August 22, 2006 from http://www.mlanet.org/government/positions/disteduc_2.html

Focusing on the increasingly prominent role that distance education will play in health profession schools, this webpage contains links to how health science libraries employ a variety of models for distance education library services.

Information literacy toolkit. (2005). Open University, United Kingdom. Retrieved August 22, 2006 from <http://www.open.ac.uk/iltoolkit/index.php>.

The Open University in the United Kingdom is the only distance education university in the UK. They have pages of their website dedicated to information literacy. The target audience is mainly teachers at the university. The pages explain what information literacy is and gives tips on evaluating sources and search strategies. Further, there is a FAQ section where many questions about why using the library is important for information gathering.

Stoerger, S. (2006, June 7). *Distance education resources*. Retrieved August 22, 2006 from <http://www.web-miner.com/deindex>

This is a site that contains many resources for distance education learners in general. A good starting point for people interested in distance learning, it covers many topics such as articles, listservs, & publications; professional organizations, library support, distance education scams, and many more. Updated frequently.

INFORMATION LITERACY FOR THE VERY YOUNG

Abilock, D. (2004). Information literacy from prehistory to K-20: A new definition. *Knowledge Quest*, 32(4), 9-11.

Explains information literacy as a life-long, transformational process. Students must be shown that information literacy is not just a school skill or a library skill but a personal, life "habit."

Filipenko, M. (2004). Constructing knowledge about and with informational texts: Implications for teacher-librarians working with young children. *School Libraries Worldwide*, 10(1/2), 21-36.

Building on the definition of information literacy provided by Doyle (recognizing information need, identifying sources, using search strategies, summarizing information sources, organizing information, integrating information and finally applying critical thinking to information), the article presents research on the information literacy of 3-5 year old preschoolers. The children were read to from an informational text (nonfiction) and orally engaged in the learning activities with the text. The researchers found that the children engaged in discussing the text through six different conceptual categories: informational text knowledge, world knowledge about the topic covered in the informational text, representing meaning or descriptive comments, reflective talk, building connections, and relational talk. The researchers use their findings to support their theory of young children's abilities to demonstrate and engage in informational literacy activities. The research suggests a failing of current standards to consider the capabilities of young learners.

Keller, C. A. (2005). What are the information literacy skills needed by early learners to be successful in school? *School Library Media Activities Monthly*, 22(3), 55-8.

Introduces the varied standards of multiple organizations such as the Head Start Child Outcomes Framework, No Child Left Behind, and National Assessment for Education of Young Children. The authors call for collaboration for national informa-

tion literacy standards for early professionals to create a research process for young children: the Super3 of Plan, Do, Review. Recommendations for public library programs and school media center curriculum are highlighted.

MacDonell, C. (2006). The early years and school libraries: A call to action. *Library Media Connection*, 24(5), 24-5.

Calls for the development of information literacy standards before the Kindergarten level. Since preschool is not mandated by federal law, many states do not require preschool attendance. Thus, no standards for information literacy exist for this young age group in most states. Stresses recognition of very young children's high abilities to learn.

Smolin, L. I. & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. *Reading Teacher*, 56(6), 570-77.

Distinguishes between information literacy, visual literacy, and technological literacy and what it means to be literate in each way. Methods for incorporating all three literacies into the reading literacy curriculum are explained.

Baby Brilliant. (2006, July 21). Public Library of Youngstown and Mahoning County, Ohio. Retrieved August 22, 2006 from <http://www.libraryvisit.org/baby.htm>

An early literacy program at the Public Library of Youngstown and Mahoning County in Ohio. [FOR THE GROWNUPS]

Do Spiders Live on the World Wide Web? (2006). University of Michigan, School of Information. Retrieved August 22, 2006 from <http://ipl.si.umich.edu/div/kidspace/storyhour/spiders/>

This tutorial is presented in the familiar context of a book. The user "flips" the pages or can close the book at any time. The tutorial uses simple words and pictures to introduce basic ideas about computer parts and the Internet. Juxtaposed pictures of, for instance, a rodent mouse and a computer mouse illustrate the concepts. The one drawback is the small size of the text. However, a very young user would still be able to understand the visuals, even without the ability to read the words, and gain a basic understanding of the computer and the "Web". This tutorial (?) fulfills the standards of analyzing information and understanding comparisons.

LEARNING COMMUNITIES

Washington Center for Improving the Quality of Undergraduate Education. (1995, December). *Assessment in and of collaborative learning*. Olympia, WA: Evergreen State College. Retrieved August 22, 2006

from <http://www.evergreen.edu/washcenter/resources/acl/index.html>

This is an elaborate collection of assessment tools gathered by the Washington Center. It includes tools to evaluate different aspects of learning communities, including: curriculum development, evaluating student work, seminars, and student self-evaluation. It also includes an assessment of collaborative learning environments. It has a bibliography on assessment.

Maricopa Center For Learning & Instruction. *The Integrated Learning Garden*. Maricopa Community College. Retrieved August 22, 2006 from <http://www.mcli.dist.maricopa.edu/ilc/>

The Maricopa Community College has a vibrant learning community. They have information about different models of learning communities, components of learning communities, and links to a wealth of useful information. The site also includes links to the Maricopa Center for Learning and Instruction, which has information about learning and instruction in general.

Website for developing faculty and professional learning communities (FLCS) to transform campus culture for learning. (n.d.). Miami University, Ohio: Center for the Enhancement of Teaching and Learning. Retrieved August 22, 2006 from <http://www.units.muohio.edu/flc/>

The Center for the Enhancement of Teaching and Learning at Miami University promotes learning communities as a form of professional development. They have extensive information on Faculty Learning Communities, including resources, recommendations for implementing a faculty learning community, and information about professional conferences.

Price, D.V. (2005). Learning communities and student success in postsecondary education. A background paper. New York, NY: Manpower Demonstration Research Corp. (ERIC Document Reproduction Service No. ED 489 439)

Price gives a thorough description of the different models of learning communities in higher education and summarizes the needs for them. He sums up the research that has been done on the success of learning communities and makes recommendations for further research.

LIBRARY ANXIETY

Branch, J. L. (2003). Non-traditional undergraduates at home, work and school: An examination of information-seeking behaviors and the impact of information literacy instruction. *Research Strategies*, 19(1), 3-15.

This article looks at the ways in which non-traditional, primarily adult, undergraduates search for information. It reports the effects of an information literacy course upon the students' understanding of information sources and their use of information in both everyday life and for school. The nature of the study relates to information literacy standard number two with emphasis on how search strategies impact the information experiences of adult learners and their information anxiety.

Harrell, K. J. (2002). Reducing high anxiety: Responsive library services to off-campus non-traditional students. *Journal of Library Administration*, 37(3/4), 355-65.

This article presents a nice profile of the average off-campus non-traditional student and the special pressures they face when attempting to access information. It provides a list of suggested things to contemplate when setting up programs to assist these users in the conclusion. Aside from this one practical aspect, the article is best used for gaining an overview of the ways library services can extend to this segment of the student body.

Sarkodie-Mensah, K. (Ed.) (2000). *Reference services for the adult learner: Challenging issues for the traditional and technological era*. New York: Haworth Press.

This special issue of *The Reference Librarian* (69/70) is filled with articles pertaining to information literacy instruction for adult learners. Issues such as library and technology anxiety, special needs of adult learners, and off-campus issues are addressed along with many other subjects that should be considered in addressing the information needs of non-traditional undergraduates.

MARKETING THE ACADEMIC LIBRARY AND INFORMATION LITERACY PROGRAM

You may have a great library and information literacy program, but unless your academic community knows what you have to offer, your services will receive little use. We must become *advocates* for our libraries and show the academic community what the 21st century library has to offer.

Association of College and Research Libraries. *Marketing @ your library* <http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/marketingyour.htm>

The Association of College and Research Libraries (ACRL) website provides specific marketing materials for academic and research libraries, including a downloadable toolkit that provides strategies and ideas. This site also offers a list of trainers who can work with you as you utilize the @ your library materials. ACRL maintains an academic library PR discussion list and offers downloadable ads.

Davis-Kahl, S. R. (2004, September 28). *Creating a marketing plan for your academic and research library*. Chicago, IL: Illinois Library Association. Retrieved August 22, 2006 from <http://www.iwu.edu/%7esdaviska/ILA2004/ILApconference2004.ppt>

This link will open a PowerPoint presentation used at a 2004 Illinois Library Association Conference and posted on the conference website for downloading. This presentation offers a clear breakdown of the marketing process and offers many valuable suggestions and techniques. This 85 slide presentation uses ALA's @ *your library* campaign framework.

Library Media and PR. Retrieved August 22, 2006 from <http://www.ssdesign.com/librarypr/>

Library Media and PR offers free strategies and tools for library advocacy. This site is probably aimed at public libraries, but does provide many downloadable ads and images for use in publicity campaigns. The free images and clip-art tend towards childish themes, but might be useful in some circumstances.

LibraryU. Retrieved August 22, 2006 from <http://learning.libraryu.org/home/>

LibraryU offers free web based training developed by a cooperative of Illinois Library systems. This site offers five online courses on developing marketing and publicity for your library. These classes vary from explaining very specific software to broadly themed courses on understanding the marketing process. These online courses are very easy to navigate and offer related course discussion groups. This site does require free registration and saves your courses and progress in your account information so you can continue or review a past course on another visit.

Marketing the Library: A online tutorial for librarians. (2005). Ohio Library Council. Retrieved August 22, 2006 from <http://www.olc.org/marketing/index.html>

Although intended for public libraries, this site offers some nice tips on planning and promotion. This is a simplified and easy to understand guide that outlines the basic steps for someone just entering the world of marketing. Commissioned by the Ohio Library Council, this site offers a succinct overview.

Bartheld, E. (2001). Tips and techniques: Promoting an academic research library. *Indiana Libraries*, 20(2), 24-6.

Bartheld looks at strategies for promoting an academic library. Using examples from his own experiences at Indiana University, Bartheld exam-

ines the role an academic library should play in a university setting. Emphasizing that self-promotion is a constant requirement, he provides useful tips to keep in mind when considering your own marketing scheme.

Dimattia, S. S. (2005). Recruiting advocates for information services: They are waiting to be asked. *Information Outlook*, 9(12), 28, 30-31.

Dimattia discusses advocacy within libraries as middle ground between marketing and public relations. She also describes a five step plan for advocacy success, including: listing key issues, prioritizing, identifying audiences, preparing messages, and building a team and network.

Nikami, K. (2005). A public relations image strategy of academic libraries in information literacy education: How can librarians' professional competencies appeal to the public? *Journal of Information Science and Technology Association*, 55(7), 310-317.

Nikami claims that with the increased opportunities for Information Literacy education in academic libraries comes a need for marketing an improved library image. After considering the stereotypical image of the librarian, Nikami suggests a new strategy for an improved image of librarianship.

Nims, J. K. (1999). Marketing library instruction services: Changes and trends. *Reference Services Review*, 7(3), 249-53.

Nims offers a clear and concise explanation of what marketing is and why instruction librarians need to know how to do it. She also looks at the difference between marketing, promoting, and public relations. Marketing is developed out of user needs and this ties directly into a major concern of all instruction librarians. This is a useful article to help understand the broader issue and clarify terms and trends.

Welch, J. M. (2005). The electronic welcome mat: The academic library web site as a marketing and public relations tool. *Journal of Academic Librarianship*, 31(3), 225-8.

Welch examines the potential for the academic library's website to serve as a marketing tool. Clear primary and secondary goals for library marketing are outlined. Using a survey of 106 academic library websites, Welch takes a very specific look at link placement to examine the use and effectiveness of using websites to market library services.

MEDIA SPECIALIST & CLASSROOM TEACHER: COLLABORATION!

Dempsey, A. (1999, September – October). Two for the road. [Electronic version]. *Library Talk*, 12(4), 6-8.

Dempsey encourages media specialists to change from being reactive to proactive when communicating with teachers. Pointing out that many teachers are unaware of what the media specialist offers, she gives methods of making multiple resources and technologies noticeable, necessary and useful to educators for the purposes of student learning. (Principle 5).*

Harada, V. H. (2002, November – December). Taking the lead in developing learning communities. [Electronic version] *Knowledge Quest*, 31(2), 12-16.

Harada states the case for the need of collaboration in a learning community, as well as proposing the media specialist as a preferred leader in this endeavor. She gives ways in which the library can serve as a center for this learning community, and how the media specialist can work with various departments to better student learning through the learning community (Principle 1).

Sanders, D. (2002 November – December). A principal's perspective. [Electronic version]. *Knowledge Quest*, 31(2), 30-1.

Sanders gives a principal's perspective for the need of collaboration between teachers and specialists within the school (Principle 4). He suggests looking at the media specialist as a teacher, and expecting him or her to teach information literacy in the classroom, as well as facilitate in the library, rather than providing a weekly dose of "library time."

Young, T. Jr. (2003, January). No pain, no gain: The science teacher and you working together. [Electronic version]. *Library Media Connection*, 21(4), 14-21.

Young details potential hesitations in collaboration between the school library and the science department, but also provides tangible examples of promoting this relationship through activities, projects, and resources (Principle 4).

Lamb, A. (2005). *Information inquiry for teachers*. Retrieved June 1, 2006, from <http://eduscapes.com/info/planning.html>

Housed within an online graduate course created for future school librarians, this page presents several steps to creating a "culture of collaboration." Lamb advocates building a sense of trust, shared responsibility, and planning (Principle 4).

Logan, D. K. (2001). *Strategies for developing teacher contacts or: How to pester your teachers*. Retrieved June 1, 2006, from <http://www.deblogan.com/pester.html>

How to Pester Your Teachers is a humorous but useful networking tool in the K-12 setting. A large part of collaboration is simply getting people to the table.

McKenzie, J. (1997). *The module maker*. Retrieved June 12, 2006, from <http://questioning.org/module/module.html>

The Module Maker is a tool for educators, delineating the various steps of the research process. An instructor moves through the steps of the site, using templates to create an online learning project. Instructors can also look at modules created by other teachers covering a variety of topics. This site is useful for beginning teachers trying to work together to create a project (Principles 3, 4, 9, 10).

Carroll, C. (2002). *A better place*. Retrieved June 12, 2006, from <http://www.lubbockisd.org/technology/carolync/ABetterPlace/>

A Better Place is a 6th grade level social studies Webquest. This site, however, is not for the student webquest, but rather, a process for sixth grade teachers to collaborate in the creation, maintenance, and completion of a similar webquest for their own schools. Carroll provides instructions, timelines, and even evaluation opportunities for groups to assess their collaborative efforts. This site is very useful as a guide to creating a collaborative project among multiple instructors (Principles 10).

*Standards based upon the *Learning and Teaching Principles of School Library Media Programs* developed by the Information Power Vision Committee and approved by the American Association of School Librarians, found in Information Power.

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